

## **Program Review Report**

[Program Name]

[Campus Location]

[Program Chair/Coordinator or Other]

**Date Due:**

### **Introduction**

#### **INSTRUCTIONS:**

***This document is the Program Review Report that program coordinators/chairs will complete and that the Program Review Committee (PRC) will review. The document consists of seven sections (constructs):***

- 1. Program Mission & Context:** *(University Mission, Program Mission, and Progress Since Last Program Review)*
- 2. Quality of Curriculum & Student Learning:** *(Curriculum Structure, Ongoing Assessment for Educational Effectiveness, and Assessment of General Education Competencies)*
- 3. Faculty Scholarship & Effectiveness :** *(Scholarly Activity, and Teaching Effectiveness / Pedagogy / Instructional Delivery)*
- 4. Student Enrollment & Success:** *(Enrollment Trends, Recruitment, and Degrees Conferred (Comparison with Peer Institutions), Retention and Graduation Rates, and Placement and Salary Rates)*
- 5. Optimizing Academic Opportunities:** *(Course Offerings, Student Advisement and Academic Support, Student Interaction with Industry, and Efforts to Ease of Internal Student Transfers)*
- 6. Resource Analysis:** *(Physical Resources)*
- 7. Cumulative SWOT & Action Items:** *(Cumulative SWOT analyses from sections (I – VI))*

*Each section is comprised of subsections that prompt for specific information. Many subsections house reference data documents as attachments for faculty analysis and comment. In some cases, program coordinators/chairs create tables of information, with specific instructions provided. In every subsection, bold arrow icon bullets indicate where program coordinators/chairs insert their response to address the related topic and/or data.)*

## **I. Program Mission and Context**

This section ensures that every program maintains a Program Mission Statement that is relevant to the University Mission, identifies what differentiates it from competing programs, and summarizes progress since the last Program Review.

### 1.1 Program Mission –

#### **Instructions:**

- Briefly describe where your program fits within the university structure (e.g. college/dept.). What degrees or concentrations it grants and provide any notes that might help an outside reader/reviewer better understand this program.
- What makes your program a quality program?
- Please discuss your capacity & capability to deliver this program, as well as any unique challenges the program faces.
- Review References 1.1.1 and 1.1.2, and then briefly explain how your program’s mission and purpose help to fulfill the broader mission of ERAU.
- Review Reference 1.1.3 and 1.1.4 then briefly, discuss the projected employment data, changes and trends in the discipline related to your program and identify how the program is responsive to the needs of the broader society it intends to serve.

Attachment 1.1.1- Reference: University Mission, Vision and Goals

Attachment 1.1.2 - Reference: Checklist Linking Program’s Mission to the University Mission

[\[From Program’s recent annual assessment plan – provided by OAAA\] View Only](#)

Attachment 1.1.3- Reference: List of Employers from Program Alumni and Graduate Student Survey

[ADD: \[IR\\_Survey\\_Group\\_Alumni and Graduate Student Survey Employer List\] View Only](#)

Attachment 1.1.4 – Reference: Bureau of Labor Statistics Projected Employment

[\[Data Table provided by OAAA\] View Only](#)

#### **→ Faculty Report:**

#### **PRC: Recommendations:**

#### **Faculty Response:**

1.2 Progress Since Last Program Review (include once program is up for review a second time) -

**Instructions:**

- *If your program has been through the Program Review process before, provide the status for each of the action items from your last MOU by responding to the prompts below and provide evidence of your progress toward accomplishing them.*
- *If your program received any recommendations from a professional accrediting agency (AABI, ABET, ACBSP, etc.) since the last program review, discuss what progress has been made toward implementing those recommendations.*

**→ Faculty Report:**

**Was this Action Implemented? (Y/N)                      Date or Academic Year Implemented:**  
Please comment on any changes to Timeline, Funding, and/or Responsibility.

*Add Faculty response box here*

**Was the Expected Outcome achieved? (Y/N)**

**Describe Results/Improvements:**

**Provide evidence of improvements made as a result of implementing the above action:**

*Add Faculty response box here*

**PRC: Recommendations:**

**Faculty Response:**

1.3 Section 1 SWOT Analysis and Action Items

**Instructions:**

- *Please conduct a SWOT Analysis of the program, to include your findings from Section I. (Contact the Office of Academic Assessment (386-226-6774, [koppl1@erau.edu](mailto:koppl1@erau.edu) ) for any assistance you might need for these analyses.)*

Attachment 1.3.1 – [Instructions for SWOT and Gap Analysis](#)

<b>PROGRAM NAME SWOT ANALYSIS</b>	
<p align="center"><b>Strengths</b></p> <p>What do you do well? What unique resources can you draw on? What do others see as your strengths?</p>	<p align="center"><b>Weaknesses</b></p> <p>Where do you have fewer resources than others? What are others likely to see as weaknesses?</p>

1. [Faculty response here]	1. [Faculty response here]
<b>Opportunities</b>	<b>Threats</b>
What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?	What threats could harm you? What is your competition doing? What threats do your weaknesses expose you?
1. [Faculty response here]	1. [Faculty response here]

**PRC: Recommendations:**

**Faculty Response:**

1.4 Strategic Action items

**Instructions:**

- *After considering the SWOT analysis in this section, now enter Strategic Action Items that 1) continue to support the program’s strengths, 2) address any weaknesses, 3) mitigate any threats, and/or 4) take advantage of any opportunities the program proposes to undertake for purposes of program improvement.*
- **YOU MUST** propose a Strategic Action Item for any identified weakness or threats.
- Prioritize each of the **Construct I- Program Mission & Content Strategic Action Items**
  - **Low** – “To-Do” action items to be implement in the future by the program, without urgency and that do not require a higher level of approval.
  - **Medium** – action items that may require Dean and departmental budget review to be implemented within the college, and does not require University Administration review or other budget approval.
  - **High** – action items that have an “urgent” requirement to implement and/or require higher-level budget review and University Administration approval.
- Identify any Strategic Action items that also align with the ERAU University Mission Strategic Goals
  - **Goal 1** – Develop an enrollment vision and an associated management plan that supports ERAU’s unique identity and mission.
  - **Goal 2** – Create lifetime success - through a holistic approach to student development and success that transforms the student experience.
  - **Goal 3** – Achieve international recognition as the leading aeronautical university through strategic global engagement with business and academia.
  - **Goal 4** – Known internationally for groundbreaking aerospace/aviation research and innovation in select, signature areas, and for discovery-driven undergraduate programs.
  - **Goal 5** - Establish a culture of philanthropy, rooted in lifelong relationships with alumni, friends, corporations, and foundations, that supports ERAU’s advancement and aligns with the goals of its Strategic Plan.

Strategic Action Items
1. .
2. .
3. ...

**PRC: Recommendations:**

**Faculty Response:**

## II. Quality of Curriculum & Student Learning

*This section requests a comparative examination of the program’s course offerings with competing programs, a longitudinal review of the program’s assessment of its program outcomes, and an explanation of the (undergraduate) program’s efforts to assure their students’ attainment of General Education competencies.*

### 2.1 Curriculum Structure –

**Instructions:**

**External Curriculum Review: “Comparing ERAU Program Curriculum to Peer Program Curricula”**

- *Following the example provided in Reference 2.1.1, use the comparative course listing shown in Reference 2.1.2 to complete Table 2.1.3 (below), which has been pre-populated with your program’s core course list and the comparative schools that you provided to the Office of Academic Assessment.*
- *Describe other degree requirements of your program, discuss to what degree the program curriculum aligns with the other comparable programs at the peer institutions you identified for comparison, and that exemplify best practices for the discipline.*
- *In what ways does the program curriculum distinguish itself innovatively that sets it apart from the set of comparable programs? Describe the process used by faculty to ensure the program is current and competitive.*

**Internal Curriculum Review: “Assuring Program Coherence”**

- *How does the degree program reflect coherence in sequencing and increasing levels of integration of knowledge?*
- *In the Table 2.1.4 provided, identify the combined program pathways (CPPs) that this program participates in. For each provide the following:*
  - (A) Describe the ways undergraduate (UG) program faculty are specifically engaged in the admission processes and the curriculum review process for each CPP.*
  - (B) Describe the ways graduate (GR) program faculty are involved in the admission process and the curriculum review process for each CPP.*
- *Describe the ways that the continuity of the undergraduate program has been affected by the combined program pathway.*
- *Describe the ways that the rigor of the graduate program has been affected by the combined program pathway.*

[Attachment 2.1.1](#) – Reference: Example Program Courses and Comparative Schools Table

[Data table example]

[Attachment 2.1.2](#) – Reference: Comparative Schools Program Course Listings

[.pdf file provided by Strategic Planning team] View Only

[Attachment 2.1.3](#) – Program Course List and Comparative Schools Table

[Faculty complete the table below, embedded in the review report]

**2.1.3 Table Program Course List and Comparative Schools - [Program Name]**

Credit Hours	Topical Area	ERAU	School 1 (Inst. Name)	School 2 (Inst. Name)	School 3 (Inst. Name)	School 4 (Inst. Name)

[Attachment 2.1.4](#) –Template: Combined Program Pathways

**Table 2.1.4 Combined Program Pathways for (Name of Program being reviewed)**

<i>Undergraduate Program</i>	<i>to</i>	<i>Master’s Program</i>	<i>Admissions to the CPP. (A) How UG faculty are involved. (B) How GR faculty are involved</i>	<i>Curriculum review of the CPP. (A) How UG faculty are involved. (B) How GR faculty are involved</i>
	to			
	to			
	to			

**➔ Faculty Report:**

**PRC: Recommendations:**

**Faculty Response:**

**2.2 Ongoing Assessment for Educational Effectiveness**

**Instructions:**

- Describe and appraise the process that you use to annually evaluate the quality of curriculum and to assess student learning. Include a brief description of faculty collaboration throughout this process.
- Referencing the longitudinal report 2.2.2 that shows how your program has used assessment findings to affect program decisions, discuss the ways this process contributes toward effective educational decision-making. In what ways should the process change?

- Review Reference 2.2.3 Survey Tables and comment on any notable trends. As appropriate, summarize any other findings that relate to program quality from additional student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program’s strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality.
- Describe any program improvements that have been implemented because of analysis of student feedback.
- Identify any training needs. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results. Outline the program’s intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

Attachment 2.2.1 – Reference: List of Program Learning Outcomes

[\[List pulled from recent annual assessment plan – provided by OAAA\] View Only](#)

Attachment 2.2.2 – Reference: Longitudinal Assessment Plans and Findings

[\[Excel spreadsheet provided by OAAA\] View Only](#)

[\[Faculty response here\]](#)

Attachment 2.2.3 GSS & Alumni Program Outcome Survey Tables

[\[Survey Data Tables from the IR Survey Group\]](#)

→ **Faculty Report:**

**PRC: Recommendations:**

**Faculty Response:**

2.3 Assessment of General Education Competencies (UG programs only)

**Instructions:**

- Discuss how your program assures/assesses your students’ attainment of the Gen Ed competencies.
- If you assess your students’ attainment of the Gen Ed competencies within the program, please complete the Template 2.3.1 below.

**Column One:** Identify each college-level general education competency.

**Column Two:** Indicate which courses or components of the educational programs provide students with opportunities to acquire the college-level competency.

**Column Three:** Describe the means by which you assess the extent to which the students have achieved the college-level competency. (List as appropriate, Course Assessments, Alumni Survey results, Grad Survey results, and Employer Survey results)

**Column Four:** Provide the evidence gathered in the assessment of the college-level competency. (Please provide data showing what level our students are meeting the competencies in %)

**Column Five:** Note improvements planned and/or completed.

- *If you do not conduct formal assessment of your students' attainment of Gen Ed competencies in the program, skip Template 2.3.1 and*
- *Review Reference 2.3.2 and comment on any notable trends. Describe any process or effort to collaborate with the Gen Ed faculty who do assess attainment of Gen Ed competencies, as this pertains to students in your program.*
- *As appropriate, summarize any other findings that relate to Gen Ed Competency quality from additional student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the Gen Ed curriculum in the program. Describe any program Gen Ed curriculum improvements that have been implemented because of analysis of student feedback.*

Attachment 2.3.1- Template: College Level General Education Competencies Table

➔ **[Excel Table to be added to narrative box by L. Kopp and completed by faculty in review report]**

➔ **[Faculty response in Table below]**

**Example:**

**College-Level General Education Competencies**

**Name of Institution:** Embry-Riddle Aeronautical University – (Campus Location Here)

**Date Form Completed:** [Insert Response Here]

**Program:** [Insert Response Here]

**Instructions:**

**Column One:** Identify each college-level general education competency.

**Column Two:** Indicate which courses or components of the educational programs provide students with opportunities to acquire the college-level competency.

**Column Three:** Describe the means by which you assess the extent to which the students have achieved the college-level competency.  
*(List as appropriate, Course Assessments, Alumni Survey results, Grad Survey results, and Employer Survey results)*

**Column Four:** Provide the evidence gathered in the assessment of the college-level competency.

*(Please provide data showing what level our students are meeting the competencies in %)*

**Column Five:** Note improvements planned and/or completed.



(Program Name) GENERAL EDUCATION COMPETENCIES

Column 1: Competency	Column 2: Courses or components	Column 3: Assessment	Column 4: Evidence	Column 5: Improvements
<p><b><u>Collaborative</u></b></p> <p>Learning Students will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. Students will assist in organizing other to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.</p>				
<p><b><u>Communication</u></b></p> <p>The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.</p>				
<p><b><u>Critical Thinking</u></b></p> <p>The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.</p>				
<p><b><u>Cultural Literacy</u></b></p> <p>The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.</p>				
<p><b><u>Information Literacy</u></b></p> <p>The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.</p>				
<p><b><u>Quantitative Reasoning</u></b></p> <p>The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency &amp; analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.</p>				

<p><b><u>Scientific Literacy</u></b></p> <p>The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.</p>				
<p><b><u>Technical Literacy</u></b></p> <p>Students will demonstrate the ability to select, use, manage, and evaluate technologies. Students should understand what technologies and technological processes are, how they work, their constraints and trade-offs, and how they shape society. Students should also be able to apply or integrate technologies and technological systems in solving practical problems.</p>				

Attachment 2.3.2 GSS & Alumni General Education Outcomes Survey Results  
*[Survey Data Tables to be provided by the IR Survey Group]*

➔ **Faculty Report:**

**PRC: Recommendations:**

**Faculty Response:**

2.4 Section 2 SWOT Analysis and Action Items

**Instructions:** *Please conduct SWOT Analysis of the program, to include your findings from Section II. (Contact the Office of Academic Assessment (386-226-6774, [koppl1@erau.edu](mailto:koppl1@erau.edu)) for any assistance you might need for these analyses.)*

Attachment 2.4.1 – Instructions for SWOT and Gap Analysis

<b>PROGRAM NAME SWOT ANALYSIS</b>	
<p align="center"><b>Strengths</b></p> <p>What do you do well? What unique resources can you draw on? What do others see as your strengths?</p>	<p align="center"><b>Weaknesses</b></p> <p>Where do you have fewer resources than others? What are others likely to see as weaknesses?</p>
<p>1. [Faculty response here]</p>	<p>1. [Faculty response here]</p>
<p align="center"><b>Opportunities</b></p> <p>What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?</p>	<p align="center"><b>Threats</b></p> <p>What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to?</p>
<p>1. [Faculty response here]</p>	<p>1. [Faculty response here]</p>

**PRC: Recommendations:**

**Faculty Response:**

2.5 Strategic Action items

**Instructions:**

- *After considering the SWOT analysis in this section, now enter Strategic Action Items that 1) continue to support the program’s strengths, 2) address any weaknesses, 3) mitigate any threats, and/or 4) take advantage of any opportunities the program proposes to undertake for purposes of program improvement.*
- **YOU MUST** propose a Strategic Action Item for any identified weakness or threats.
- Prioritize each of the **Construct II – Quality of Curriculum & Student Learning Strategic Action Items**
  - **Low** –“To-Do” action items to be implement in the future by the program, without urgency and that do not require a higher level of approval.
  - **Medium** – action items that may require Dean and departmental budget review to be implemented within the college, and does not require University Administration review or other budget approval.
  - **High** – action items that have an “urgent” requirement to implement and/or require higher-level budget review and University Administration approval.
- Identify any Strategic Action items that also align with the ERAU University Mission Strategic Goals
  - **Goal 1** – Develop an enrollment vision and an associated management plan that supports ERAU’s unique identity and mission.
  - **Goal 2** – Create lifetime success - through a holistic approach to student development and success that transforms the student experience.
  - **Goal 3** – Achieve international recognition as the leading aeronautical university through strategic global engagement with business and academia.
  - **Goal 4** – Known internationally for groundbreaking aerospace/aviation research and innovation in select, signature areas, and for discovery-driven undergraduate programs.
  - **Goal 5** - Establish a culture of philanthropy, rooted in lifelong relationships with alumni, friends, corporations, and foundations, that supports ERAU’s advancement and aligns with the goals of its Strategic Plan.

Strategic Action Items	
1.	.
2.	.
3.	...

**PRC: Recommendations:**

**Faculty Response:**

### **III. Faculty Scholarship & Effectiveness**

*This section requests the program to identify how it meets departmental expectations of scholarly activity, and to describe how it ensures that pedagogy and instructional delivery is effective and current.*

#### 3.1 Scholarly Activity –

**Instructions:**

- Outline departmental expectations for scholarly activity. Describe how the program has met departmental expectations in recent years (recommended time frame 3-5 years).
- Discuss faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.). What internal efforts are made to nominate and recognize outstanding faculty accomplishment?

→ **Faculty Report:**

**PRC: Recommendations:**

**Faculty Response:**

#### 3.2 Teaching Effectiveness / Pedagogy / Instructional Delivery –

**Instructions:**

- *Evaluate the end of course data and comment on any notable trends. Describe other ways the program evaluates the effectiveness of faculty in the classroom. How does the program recognize outstanding teaching?*
- *Describe the process used to ensure that pedagogy and instructional delivery used by program faculty are current and effective. Identify any training needs.*

Attachment 3.2.1 - Reference: End of Course Evaluation for Core Courses – (Instruction)

[Data .pdf file provided by IR \(view only\)](#)

[\[Insert response here\]](#)

Attachment 3.2.2 - Reference: End of Course Evaluation for Core Courses – (Design, Delivery & Interaction)

[Data .pdf file provided by IR \(view only\)](#)

[\[Insert response here\]](#)

Attachment 3.2.3 GSS & Alumni Instructional Effectiveness Results

[Data .pdf file provided by IR \(view only\)](#)

➔ **Faculty Report:**

**PRC: Recommendations:**

**Faculty Response:**

3.3 Section 3 SWOT Analysis and Action Items

**Instructions:** Please conduct SWOT Analysis of the program, to include your findings from Section III.

(Contact the Office of Academic Assessment (386-226-6774, [koppl1@erau.edu](mailto:koppl1@erau.edu)) for any assistance you might need for these analyses.)

Attachment 3.3.1 – [Instructions for SWOT and Gap Analysis](#)

PROGRAM NAME SWOT ANALYSIS	
<p style="text-align: center;"><b>Strengths</b></p> <p>What do you do well? What unique resources can you draw on? What do others see as your strengths?</p>	<p style="text-align: center;"><b>Weaknesses</b></p> <p>Where do you have fewer resources than others? What are others likely to see as weaknesses?</p>
1. [Faculty response here]	1. [Faculty response here]
<p style="text-align: center;"><b>Opportunities</b></p> <p>What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?</p>	<p style="text-align: center;"><b>Threats</b></p> <p>What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to?</p>
1. [Faculty response here]	1. [Faculty response here]

**PRC: Recommendations:**

**Faculty Response:**

3.4 Strategic Action items

**Instructions:**

- After considering the SWOT analysis in this section, now enter Strategic Action Items that 1) continue to support the program’s strengths, 2) address any weaknesses, 3) mitigate any threats, and/or 4) take advantage of any opportunities the program proposes to undertake for purposes of program improvement.
- **YOU MUST** propose a Strategic Action Item for any identified weakness or threats.
- Prioritize each of the **Construct III – Faculty Scholarship & Effectiveness Strategic Action items**
  - **Low** –“To-Do” action items to be implement in the future by the program, without urgency and that do not require a higher level of approval.

- **Medium** – action items that may require Dean and departmental budget review to be implemented within the college, and does not require University Administration review or other budget approval.
- **High** – action items that have an “urgent” requirement to implement and/or require higher-level budget review and University Administration approval.
- Identify any Strategic Action items that also align with the ERAU University Mission Strategic Goals
  - **Goal 1** – Develop an enrollment vision and an associated management plan that supports ERAU’s unique identity and mission.
  - **Goal 2** – Create lifetime success - through a holistic approach to student development and success that transforms the student experience.
  - **Goal 3** – Achieve international recognition as the leading aeronautical university through strategic global engagement with business and academia.
  - **Goal 4** – Known internationally for groundbreaking aerospace/aviation research and innovation in select, signature areas, and for discovery-driven undergraduate programs.
  - **Goal 5** - Establish a culture of philanthropy, rooted in lifelong relationships with alumni, friends, corporations, and foundations, that supports ERAU’s advancement and aligns with the goals of its Strategic Plan.

Strategic Action Items	
1.	.
2.	.
3.	...

**PRC: Recommendations:**

**Faculty Response:**

### **IV. Student Enrollment & Success**

*This section asks the program to evaluate enrollment and degrees conferred as compared to external, peer institution benchmarks and to interpret internal trends in student success metrics.*

#### 4.1. Enrollment Trends, Recruitment, and Degrees Conferred (Comparison with Peer Institutions) –

**Instructions:**

- Using the evidence provided, discuss the program’s enrollment trends; compare it with enrollment projections for the past 5-years and with the peer institutions data.
- What events are happening within the profession, local or broader community that might explain enrollment trends?
- What does evidence suggest might be future enrollment trends for your program over the next 3-5 years?

- What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

Attachment 4.1.1 - Reference: Enrollments & Degrees Conferred (Program vs. Peers)  
[Data .pdf file provided by IR \(view only\)](#)

→ Faculty Report:

PRC: Recommendations:

Faculty Response:

#### 4.2. Retention & Graduation Rates –

**Instructions:** Examine the program retention data and graduation rates as measures of the health and future viability of the program. Comment on any notable trends and discuss any specific strategies that the program uses to increase student retention and degree completion.

Attachment 4.2.1 - Reference: Retention & Graduation Rates  
[Data .pdf file provided by IR \(view only\)](#)

→ Faculty Report:

PRC: Recommendations:

Faculty Response:

#### 4.3. Placement & Salary Rates –

**Instructions:** Examine the placement and salary rate data as a measure of graduates' employment potential after completing the program. Comment on any notable trends and discuss any specific strategies that the program uses to enhance student placement rates.

Attachment 4.3.1 - Reference: Placement and Salary Rates  
[Data .pdf file provided by IR \(view only\)](#)

→ Faculty Report:

PRC: Recommendations:

**Faculty Response:**

4.4 Section 4 SWOT Analysis

**Instructions:** Please conduct SWOT Analysis of the program, to include your findings from Section IV. (Contact the Office of Academic Assessment (386-226-6774, [koppl1@erau.edu](mailto:koppl1@erau.edu)) for any assistance you might need for these analyses.)

Attachment 4.4.1 – [Instructions for SWOT and Gap Analysis](#)

PROGRAM NAME SWOT ANALYSIS	
<p align="center"><b>Strengths</b></p> What do you do well? What unique resources can you draw on? What do others see as your strengths? 1. [Faculty response here]	<p align="center"><b>Weaknesses</b></p> Where do you have fewer resources than others? What are others likely to see as weaknesses? 1. [Faculty response here]
<p align="center"><b>Opportunities</b></p> What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities? 1. [Faculty response here]	<p align="center"><b>Threats</b></p> What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to? 1. [Faculty response here]

**PRC: Recommendations:**

**Faculty Response:**

4.5 Action Items

**Instructions:**

- After considering the SWOT analysis in this section, now enter Strategic Action Items that 1) continue to support the program’s strengths, 2) address any weaknesses, 3) mitigate any threats, and/or 4) take advantage of any opportunities the program proposes to undertake for purposes of program improvement.
- **YOU MUST** propose a Strategic Action Item for any identified weakness or threats.
- Prioritize each of the **Construct IV – Student Enrollment & Success Strategic Action items**
  - **Low** –“To-Do” action items to be implement in the future by the program, without urgency and that do not require a higher level of approval.
  - **Medium** – action items that may require Dean and departmental budget review to be implemented within the college, and does not require University Administration review or other budget approval.
  - **High** – action items that have an “urgent” requirement to implement and/or require higher-level budget review and University Administration approval.



- Identify any Strategic Action items that also align with the ERAU University Mission Strategic Goals
  - **Goal 1** – Develop an enrollment vision and an associated management plan that supports ERAU’s unique identity and mission.
  - **Goal 2** – Create lifetime success - through a holistic approach to student development and success that transforms the student experience.
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  - **Goal 5** - Establish a culture of philanthropy, rooted in lifelong relationships with alumni, friends, corporations, and foundations, that supports ERAU’s advancement and aligns with the goals of its Strategic Plan.

*Strategic Action Items*

1. .
2. .
3. ...

**PRC: Recommendations:**

**Faculty Response:**

## V. Optimizing Academic Opportunities

*This section is an examination of how the program optimizes academic opportunities for students. The program is asked to show that course offerings are scheduled in a way that allows students to complete pursuit of their degree requirements in a timely fashion, and that students have adequate advisement. Programs are also asked to identify ways in which they encourage student interaction with industry and any efforts in place to ease student transfers to other programs and/or campuses.*

### 5.1. Course Offerings –

**Instructions:** Following the example provided in Reference 5.1.1, complete Table 5.1.2 to show the two-year projected frequency of course offerings and discuss how you ensure that students have the opportunity to complete pursuit of their degree in a timely fashion.

[Attachment 5.1.1 - Reference: Example of Table 5.1.2 Two-year Projected Schedule of Course Offerings](#)  
[\[Example: Two-Year Projected Schedule of Course Offerings Table to completed by faculty\]](#)

Attachment 5.1.2 – Table Template: Program’s Projected Schedule of Course Offerings  
*[Faculty complete the Excel Table below]*

**5.1.2 Two-year Projected Schedule of Course Offerings - [Program Name]**

Course Number	Fall (201X)	Spring (201X)	Summer (2017)	Fall (2017)	Spring (2018)	Summer (2018)	Comments

➔ **Faculty Report:**

**PRC: Recommendations:**

**Faculty Response:**

5.2 Student Advisement and Academic Support –

**Instructions:** Examine the student survey data shown in Reference 5.2.1 and the student grade distribution and repeats report in Reference 5.2.2. Discuss any notable data trends and possible reasons for those trends.

Attachment 5.2.1 - Reference: Student Satisfaction & Inventory Results  
*[Data .pdf file provided by IR] View Only*

Attachment 5.2.2 – Reference: Student Grade Distribution & Repeats for Program Courses  
*[Data .pdf file provided by IR] View Only*

➔ **Faculty Report:**

**PRC: Recommendations:**

**Faculty Response:**

5.3. Student Interaction with Industry –

**Instructions:**

- Describe how your program supports student interaction with industry.
- Describe any other opportunities for student interaction with industry, such as guest lecturers, field trips, or projects with industry.

- As appropriate, attach and summarize the results from any other available surveys, job performance appraisals, intern or co-op supervisor evaluations, or other relevant data as it relates to student preparation/competence or program quality.
- Describe any program improvements that have been implemented because of analysis of employer/supervisor feedback.

➔ **Faculty Report:**

**PRC: Recommendations:**

**Faculty Response:**

5.4. Efforts to Ease Internal Student Transfers –

**Instructions:** Discuss any efforts made by your program to simplify opportunities for internal student transfers between campus locations or between programs. What more could be done to simplify the transfer process for our students?

➔ **Faculty Report:**

**PRC: Recommendations:**

**Faculty Response:**

5.5. Section 5 SWOT Analysis

**Instructions:** Please conduct SWOT Analysis of the program, to include your findings from Section V. (Contact the Office of Academic Assessment (386-226-6774, [koppl1@erau.edu](mailto:koppl1@erau.edu)) for any assistance you might need for these analyses.)

Attachment 5.5.1 – [Instructions for SWOT and Gap Analysis](#)

<b>PROGRAM NAME SWOT ANALYSIS</b>	
<p align="center"><b>Strengths</b></p> <p>What do you do well? What unique resources can you draw on? What do others see as your strengths?</p>	<p align="center"><b>Weaknesses</b></p> <p>Where do you have fewer resources than others? What are others likely to see as weaknesses?</p>
1. [Faculty response here]	1. [Faculty response here]
<p align="center"><b>Opportunities</b></p> <p>What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?</p>	<p align="center"><b>Threats</b></p> <p>What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to?</p>
1. [Faculty response here]	1. [Faculty response here]

**PRC: Recommendations:**

**Faculty Response:**

5.6. Strategic Action Items

**Instructions:**

- *After considering the SWOT analysis in this section, now enter Strategic Action Items that 1) continue to support the program’s strengths, 2) address any weaknesses, 3) mitigate any threats, and/or 4) take advantage of any opportunities the program proposes to undertake for purposes of program improvement.*
- ***YOU MUST*** propose a Strategic Action Item for any identified weakness or threats.
- Prioritize each of the **Construct V- Optimizing Academic Opportunities Strategic Action items**
  - ***Low*** – “To-Do” action items to be implement in the future by the program, without urgency and that do not require a higher level of approval.
  - ***Medium*** – action items that may require Dean and departmental budget review to be implemented within the college, and does not require University Administration review or other budget approval.
  - ***High*** – action items that have an “urgent” requirement to implement and/or require higher-level budget review and University Administration approval.
- Identify any Strategic Action items that also align with the ERAU University Mission Strategic Goals
  - ***Goal 1*** – Develop an enrollment vision and an associated management plan that supports ERAU’s unique identity and mission.
  - ***Goal 2*** – Create lifetime success - through a holistic approach to student development and success that transforms the student experience.
  - ***Goal 3*** – Achieve international recognition as the leading aeronautical university through strategic global engagement with business and academia.
  - ***Goal 4*** – Known internationally for groundbreaking aerospace/aviation research and innovation in select, signature areas, and for discovery-driven undergraduate programs.
  - ***Goal 5*** - Establish a culture of philanthropy, rooted in lifelong relationships with alumni, friends, corporations, and foundations, that supports ERAU’s advancement and aligns with the goals of its Strategic Plan.

Strategic Action Items	
1.	.
2.	.
3.	...

**PRC: Recommendations:**

**Faculty Response:**

### VI Resource Analysis

This section asks the program to evaluate and comment on the adequacy of physical resources. (Note: the Program Chair/Coordinator, Department Chair, Dean and CAO will collaboratively review Faculty and Financial resources off-line).

#### 6.1 Physical Resources

**Instructions:** Describe adequacy of physical resources (labs, classrooms, technology, etc.) to support the program, what is unique to the program and demonstrate the impact physical resources will have on retention and student learning.

➔ **Faculty Report:**

**PRC: Recommendations:**

**Faculty Response:**

#### 6.2 Section 5 SWOT Analysis

**Instructions:** Please conduct SWOT Analysis of the program, to include your findings from Section VI. (Contact the Office of Academic Assessment (386-226-6774, [koppl1@erau.edu](mailto:koppl1@erau.edu)) for any assistance you might need for these analyses.)

Attachment 6.2.1 – [Instructions for SWOT and Gap Analysis](#)

PROGRAM NAME SWOT ANALYSIS	
<p style="text-align: center;"><b>Strengths</b></p> <p>What do you do well?            What unique resources can you draw on?            What do others see as your strengths?</p>	<p style="text-align: center;"><b>Weaknesses</b></p> <p>Where do you have fewer resources than others?            What are others likely to see as weaknesses?</p>
<p>1. [Faculty response here]</p>	<p>1. [Faculty response here]</p>
<p style="text-align: center;"><b>Opportunities</b></p> <p>What opportunities are open to you?            What trends could you take advantage of?            How can you turn your strengths into opportunities?</p>	<p style="text-align: center;"><b>Threats</b></p> <p>What threats could harm you?            What is your competition doing?            What threats do your weaknesses expose you to?</p>
<p>1. [Faculty response here]</p>	<p>1. [Faculty response here]</p>

**PRC: Recommendations:**

**Faculty Response:**

### 6.3 Strategic Action Items

**Instructions:**

- *After considering the SWOT analysis in this section, now enter Strategic Action Items that 1) continue to support the program’s strengths, 2) address any weaknesses, 3) mitigate any threats, and/or 4) take advantage of any opportunities the program proposes to undertake for purposes of program improvement.*
- **YOU MUST** propose a Strategic Action Item for any identified weakness or threats.
- **Prioritize each of the Construct VI – Resource Analysis Strategic Action Items**
  - **Low** –“To-Do” action items to be implement in the future by the program, without urgency and that do not require a higher level of approval.
  - **Medium** – action items that may require Dean and departmental budget review to be implemented within the college, and does not require University Administration review or other budget approval.
  - **High** – action items that have an “urgent” requirement to implement and/or require higher-level budget review and University Administration approval.
- *Identify any Strategic Action items that also align with the ERAU University Mission Strategic Goals*
  - **Goal 1** – Develop an enrollment vision and an associated management plan that supports ERAU’s unique identity and mission.
  - **Goal 2** – Create lifetime success - through a holistic approach to student development and success that transforms the student experience.
  - **Goal 3** – Achieve international recognition as the leading aeronautical university through strategic global engagement with business and academia.
  - **Goal 4** – Known internationally for groundbreaking aerospace/aviation research and innovation in select, signature areas, and for discovery-driven undergraduate programs.
  - **Goal 5** - Establish a culture of philanthropy, rooted in lifelong relationships with alumni, friends, corporations, and foundations, that supports ERAU’s advancement and aligns with the goals of its Strategic Plan.

Strategic Action Items	
1.	.
2.	.
3.	...

**PRC: Recommendations:**

**Faculty Response:**

## VII. Cumulative SWOT & Strategic Action Items

### 7.1 Cumulative SWOT Analyses –

**Instructions:**

- Please review the cumulative SWOT Analysis of the program, that includes your findings from Sections I through VI. (Contact the Office of Academic Assessment (386-226-6774, [koppl1@erau.edu](mailto:koppl1@erau.edu)) for any assistance you might need for these analyses.)

<b>PROGRAM NAME SWOT ANALYSIS</b>	
<p style="text-align: center;"><b><i>Strengths</i></b></p> <p>What do you do well?            What unique resources can you draw on?            What do others see as your strengths?</p>	<p style="text-align: center;"><b><i>Weaknesses</i></b></p> <p>Where do you have fewer resources than others?            What are others likely to see as weaknesses?</p>
<p>1. [Auto-populates from Constructs I – VI SWOT sections]</p>	<p>1. [Auto-populates from Constructs I – VI SWOT sections]</p>
<p style="text-align: center;"><b><i>Opportunities</i></b></p> <p>What opportunities are open to you?            What trends could you take advantage of?            How can you turn your strengths into opportunities?</p>	<p style="text-align: center;"><b><i>Threats</i></b></p> <p>What threats could harm you?            What is your competition doing?            What threats do your weaknesses expose you to?</p>
<p>1. [Auto-populates from Constructs I – VI SWOT sections]</p>	<p>1. [Auto-populates from Constructs I – VI SWOT sections]</p>

**PRC: Recommendations:**

**Faculty Response:**

### 7.2 Strategic Action Items:

**Instructions:**

- After considering the Constructs I through VI SWOT analyses above, now review the prioritized cumulative Strategic Action Items in the following table that the program proposes to undertake for purposes of program improvement.

<i>Strategic Action Items</i>	
1.	[Auto-populates all of the previous Strategic Action Items added in Constructs I – VI ]
<b>PRC: Recommendations:</b>	
<b>Faculty Response:</b>	